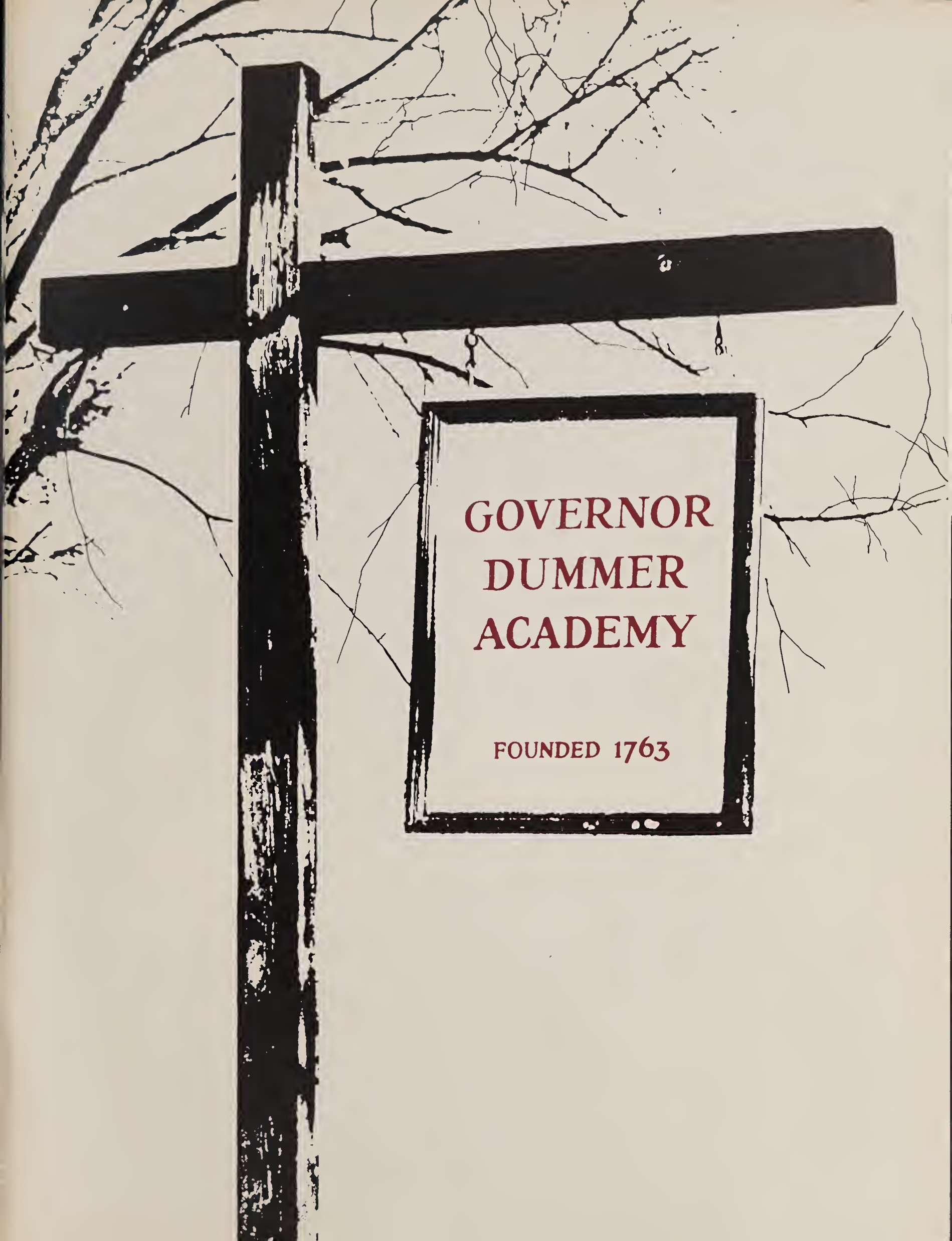

GOVERNOR
DUMMER
ACADEMY
FOUNDED 1763

GOVERNOR DUMMER ACADEMY

CATALOGUE 1976-1977

Byfield, Massachusetts 01922
Telephone 617/462-6643

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Calendar for School Year 1976-1977

Opening Days	Monday, September 13 and Tuesday, September 14
Parents' Day	Saturday, October 30
Thanksgiving Vacation	Wednesday, November 24 Monday, November 29
Christmas Vacation	Friday, December 17 Wednesday, January 5
Spring Vacation	Friday, March 4 Monday, March 28
Final Exams	Tuesday, May 31 Friday, June 3
Commencement	Saturday, June 4 Sunday, June 5

GOVERNOR DUMMER ACADEMY

Byfield, Massachusetts 01922



CATALOGUE 1976-77

Two Hundred and Fourteen Years













EDITOR'S NOTE

In an effort to present Governor Dummer as it is to those most directly concerned – prospective students, much of the text of this catalogue has been written by four students: Peter V. Lawlor '76, Anne C. Mackay-Smith '75, Michelle A. Marean '77, and Richard H. O'Leary '75.







AN INTRODUCTION TO GOVERNOR DUMMER

". . . a superb dynamism, an unprecedented diffusion of skills, a genius for organization and teamwork." Governor Dummer Academy, in many ways, presents the unique qualities that Eric Hoffer offers in this quote on America's uniqueness. Naturally, these values, essential to the growth and development of an individual, might be and are overlooked by students at Governor Dummer. However, a multifaceted, dynamic experience is presented to the student here, and the school is looking for individuals who are ready to delve into this experience.

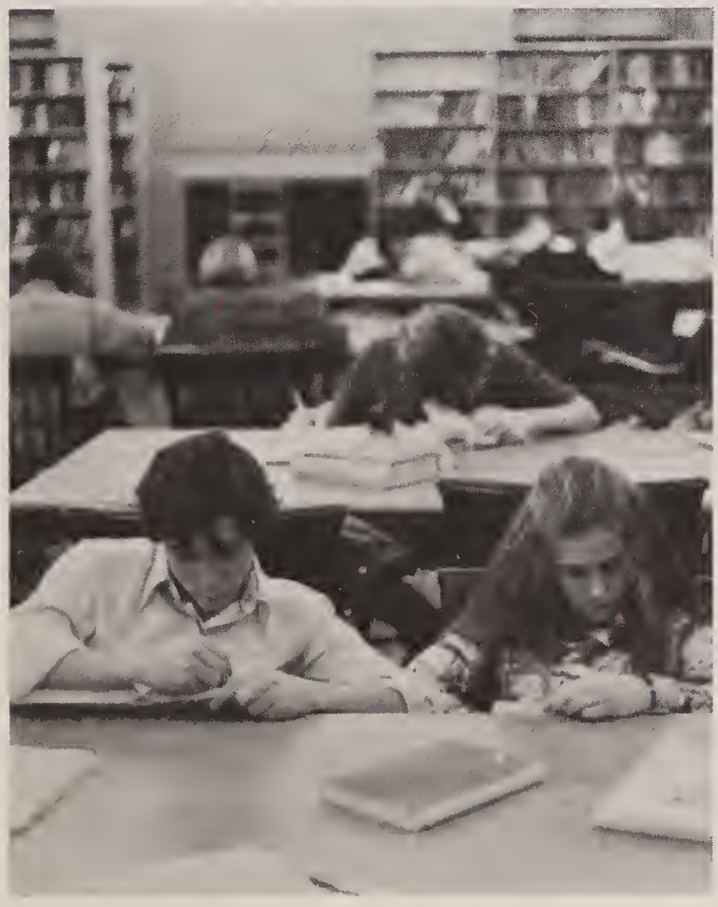
Governor Dummer is now finding itself firmly footed after rocking and swaying through the late 1960's and early 1970's, a period of moral tribulation. Perhaps the firmness of Governor Dummer's educational qualities lies in the fact that it has had ample time to age, weather, adapt, and finally succeed in achieving its primary motive: maintenance of values.

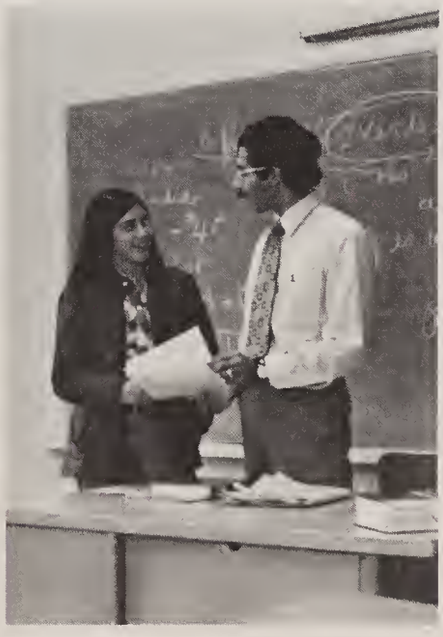
The Academy was established by the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony in 1763. It was the first of its kind in the nation. At its inception the school included a small schoolhouse and the home of the Governor. Now the school includes numerous dormitories, athletic fields, a library and classroom center, science hall, arts center, chapel, math and language center, faculty housing, infirmary, auditorium, gymnasium, hockey rink, and much spectacular Parker River acreage.



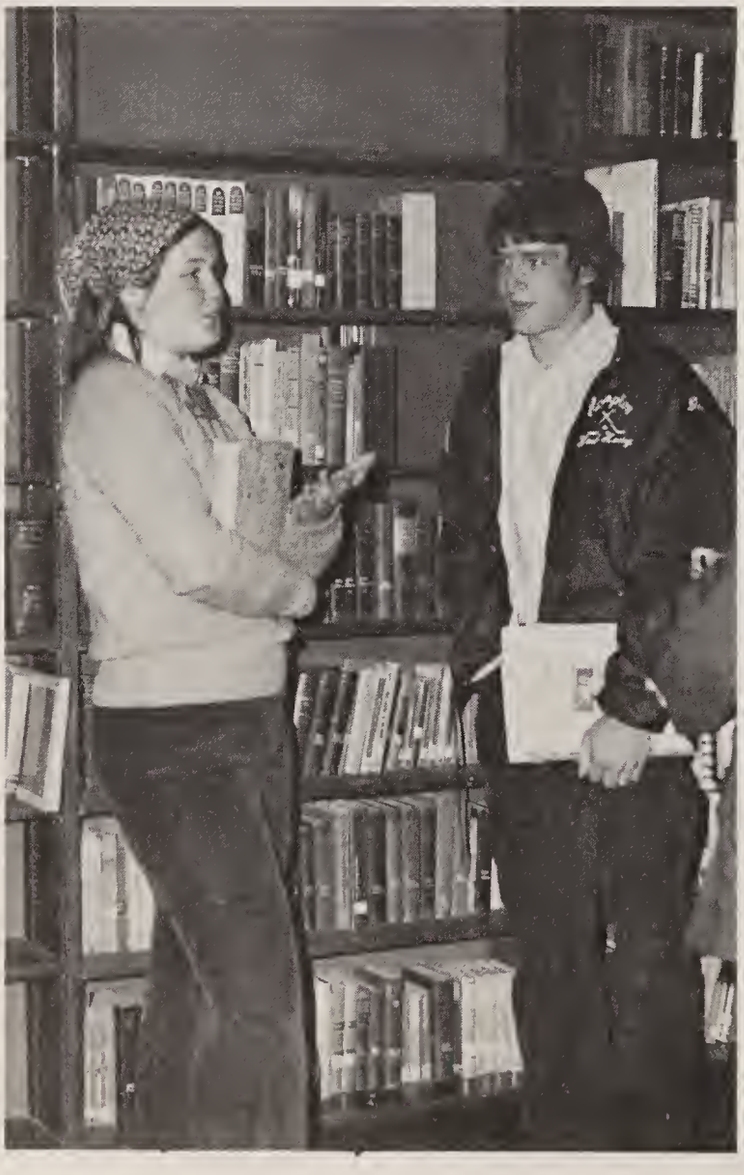
The multifaceted experience occurs in these buildings and around these acres, but is not due to them. Rather it is due to the diffused skills of the community: faculty, administration, staff, students, maintenance men, and even faculty children and dogs, not necessarily in that particular order. Teamwork is the key. And a team does not have to win to be good. Governor Dummer wins in furthering the education of most students but cannot begin to succeed for the student who does not attempt to grasp this multifaceted experience. Yet the exposure to the uniqueness of Governor Dummer alone is an education in itself; and no GDA student, no matter how hard he or she may try, can evade this uniqueness. Its definition lies in one word: community. A community is often defined as a society of people having common rights and privileges. Any individual who takes advantage of the privileges that Governor Dummer offers is welcome into a unique and warm community. And the privileges are many.

Governor Dummer is located in Byfield, Massachusetts, a small, rural north shore town. It offers the nearby city of Newburyport, which is a small coastal ship city replete with little old-fashioned shops and beautifully maintained homes of former ship captains. The town of Byfield consists of open country roads and fields, marshland, and the winding Parker River. A bicycling student is not an uncommon sight in the autumn or spring, nor is a cross-country skier on the narrows of the river in the winter hard to find. The campus is an interesting, unpretentious collection of buildings. Old farmhouses and cottages house students as do large ivy-covered brick and clapboard halls. A boarding student might live in a tiny house of six students and one faculty dorm master. Daily activities might in-





clude lacrosse on the lawn, popcorn and the Boston Bruins in the house, or late, very late night studying. A day student might commute from nearby Ipswich, Hamilton, or Hampton, New Hampshire, and stay late into the evening hours rehearsing for a play, attending a student council meeting, or slaving over a book in the library. Afternoons mean community service, athletics, drama, and music. Modern dance in the winter or field hockey in the fall are among the many activities possible. Late afternoon usually brings six tolls of the bell and the yet still yelling voices of the football or lacrosse team practicing on Morse Field. An after-





noon teaching at the YWCA pool in Newburyport or working in a nearby day care center is common.

Tradition is still very much a part of Governor Dummer, taking form in the rigidity of academic requirements and standards. In addition to academic tradition is athletic tradition with an ever present stress on interscholastic competition. It is hard to abolish the inbred traditions of an old prep school, although the 1960's and early 1970's tried. Rules at the Academy, for instance, maintain the same high standard of discipline that they always have, even after adapting to changes over the past ten years.

If nothing more, GDA will expose the student to its own diffusion of skills and superb dynamism with the hope that these characteristics will take form in each student who chooses to pursue them.

Richard H. O'Leary '75



COUNSELING

All faculty expect to advise and counsel students, and the nature of the problem will usually determine the identity of the person who gives advice. For boarding students, the corridor master usually acts *in loco parentis* on everyday matters and, in addition, is the primary academic advisor to students on his corridor. Faculty living off campus are assigned as day student academic advisors. In their capacity as academic advisors, the faculty may refer particularly difficult questions to the Director of Studies. The school minister is available to provide guidance on spiritual and moral problems, and both the Headmaster and the Dean of Students are sought by, and seek out, students on problems of all sorts.

DAY STUDENTS

Day students should count on being at the school from 8:00 a.m., when the first period begins, until sports are over, which may be as late as 5:30 p.m., but most find that their activities at school do not end with classes and sports. Social events, club meetings, and just talking with friends often attract day students into staying for dinner and into the evenings. Because students are busy with sports during the afternoon, most club meetings are held at night. Many day students attend these and are important members of the different groups. Girl day students especially find themselves welcome at dances and mixers, and many students find it easier to study in the quiet of their school library than at home. Day students may confer with their teachers in the evening in addition to the mid-morning conference period designed to make extra help more readily available.

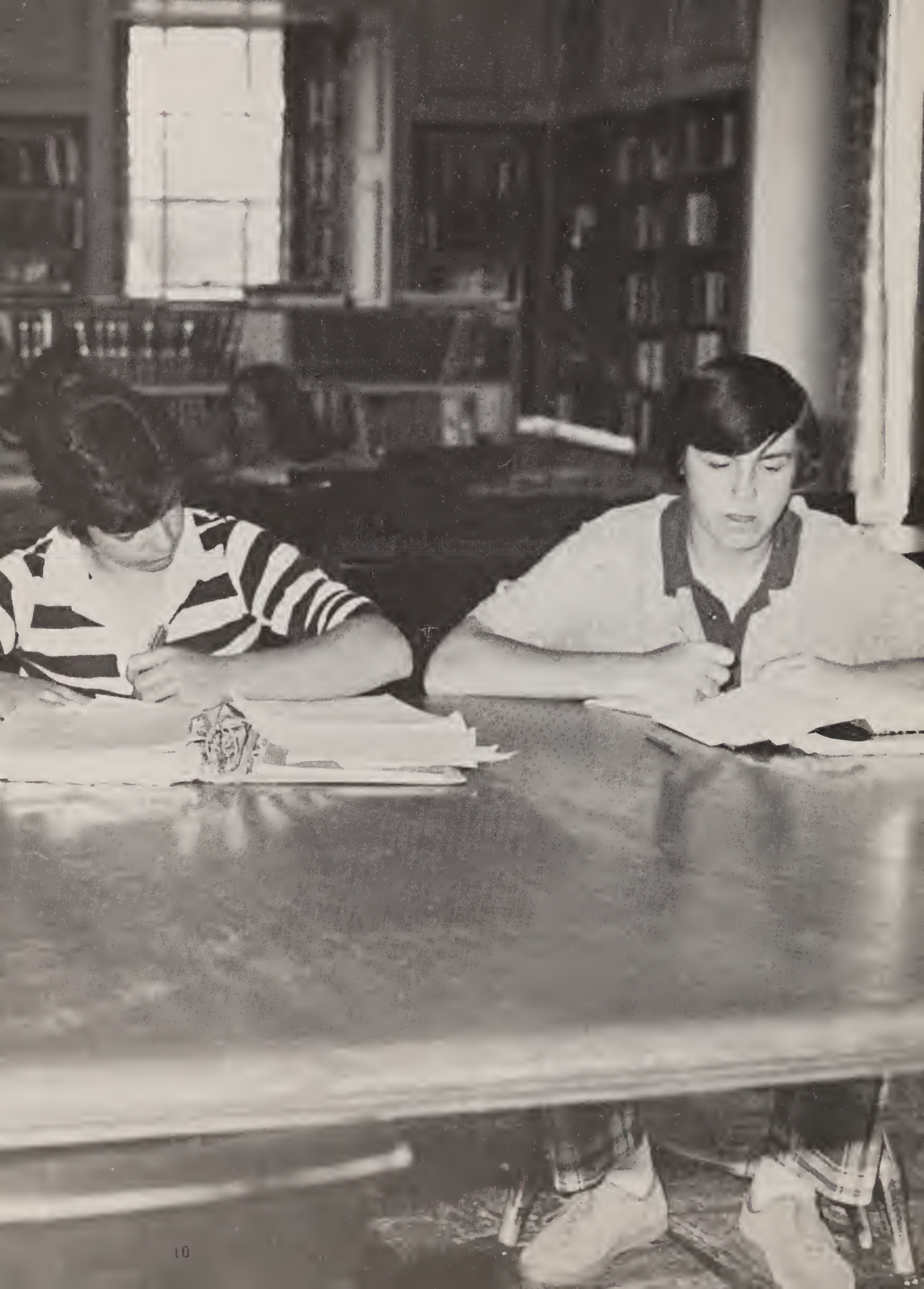
So although a few people leave directly after athletics every day, many find it more interesting to stay later at school. Those who do are more involved with the school, and the activities they take part in help to make each a better and more interesting person.



RELIGION

Although Governor Dummer is a nonsectarian school and a student's religious background is not a criterion for admission to the school, it is the belief of the school that through religion, students are given the opportunity to strengthen moral character and reaffirm their beliefs. In the center of the campus is an attractive, New England-style chapel which serves the school's religious needs. Each Sunday evening the school minister conducts a nondenominational Protestant service. From time to time, students, faculty members or guest speakers join the minister in conducting the service.

For the Catholic students, transportation is provided each week to one of the area churches for Mass. Jewish students meet on a weekly basis with a leader of their faith to discuss pertinent topics of religious or personal concern. Attendance at one of these religious meetings is required each week for any boarding student remaining on campus for the weekend.



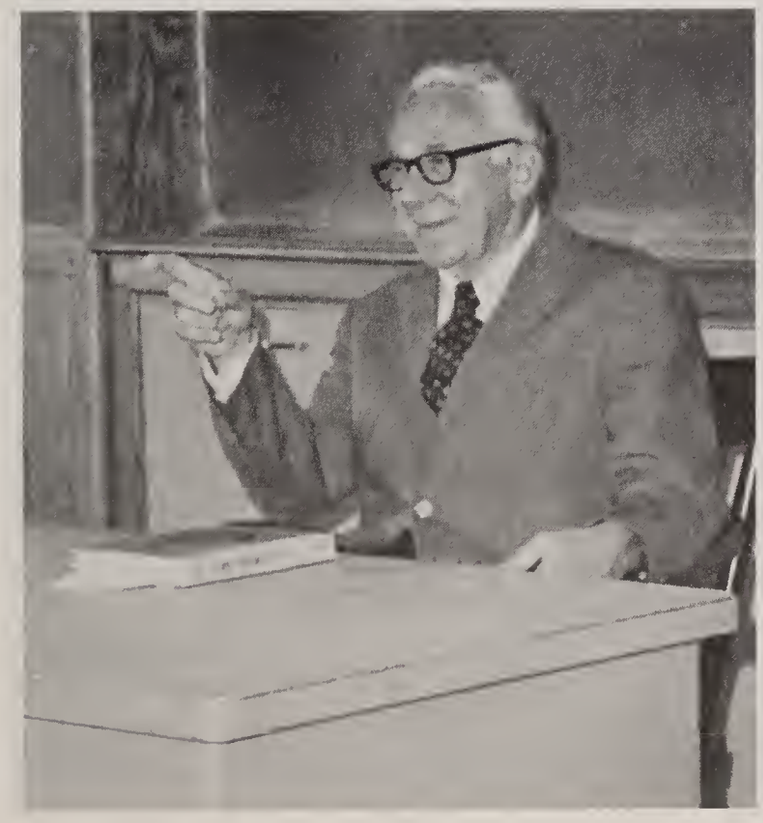
ACADEMIC PROGRAM

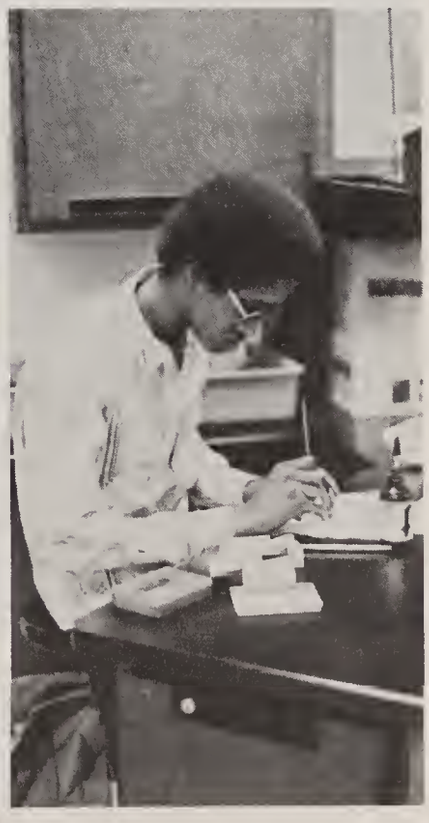
Governor Dummer is first and foremost an academic institution. The academic program, which is college preparatory in nature, covers the four years of high school, grades nine through twelve. Although the curriculum is designed primarily to insure that at least college requirements are met, each department offers other than standard courses designed to be of particular interest to particular students. In small classes which average out to fourteen students per section, close relationships are established between student and teacher and between student and student.

The school year is divided into three ten week terms. During each term there are two marking periods. At the end of these marking periods, academic advisors send grades and reports to the homes of their advisees. At the same time the Director of Studies prepares and publishes lists of those freshmen and sophomores who have attained a high enough average to be excused from daily study hall and of those students who have attained academic distinction by making the honor roll. This is also a time when the Director of Studies must inform some students they have not met minimal academic achievement standards and are therefore subject to Academic Probation. Failure to meet the terms of Academic Probation (or the terms of summer make up work) may result in the student's having to withdraw from the Academy.

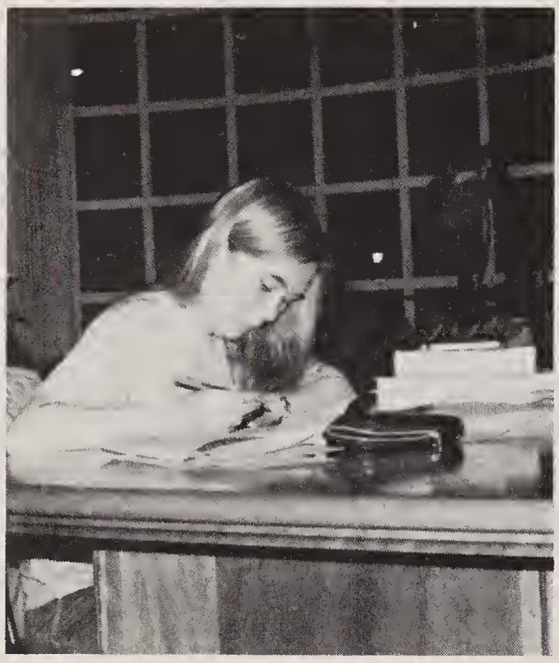
Each year the top ranking juniors and seniors are elected to the Cum Laude Society in recognition of outstanding scholarship.

The three main academic buildings are Parsons Schoolhouse which contains classrooms for modern languages and mathematics, a language library, a study hall, a computer room, a dark room, and an art gallery; the Frost Building which contains the main library of about 18,500 volumes, classrooms for English, history, and Latin, a language laboratory, a





seminar room, and a lecture room; and the new Schumann Science Center which contains lecture rooms, laboratories, a greenhouse, and other special facilities for general science, biology, chemistry, physics, and electronics.



ACADEMIC REQUIREMENTS FOR GRADUATION

To receive a diploma, a student must successfully complete sixteen credits. Major courses are equivalent to one credit, and minor courses are equivalent to one-half credit. Transcript and transfer credits require the approval of the Director of Studies. Repeated courses do not earn another credit, nor is credit given for the first year of study of a foreign language unless it is followed by subsequent courses in that language. In rare cases, exceptions to these specific requirements can be made only by the Director of Studies.

The curriculum is designed to meet the specifications for entrance to college. Therefore, course distribution requirements are fixed for all students. By graduation a student must fulfill distribution requirements in the following areas:

English – courses 1, 2, 3, and one of 4A, 4B, or 4C.

Mathematics – courses 1, 2, and 3.



Foreign Languages – courses 1 and 2 in any one language.

Science – Science 1 (if entered GDA at 9th grade) and one major lab science.

Social Studies – U.S. History and one course prior to U.S. History

Religion – one minor course in grade 10, 11, or 12. This requirement applies only to students who entered GDA at 9th or 10th grade.

Fine Arts – one minor course in art, music, photography, or drama (drama not offered in 1976-77) in grade 10, 11, or 12. This requirement applies only to students who entered GDA at 9th, 10th, or 11th grade.

Speech – one minor public speaking course in grade 12.



In addition to four-year credit and distribution requirements, there are minimal credit requirements for each class. For the ninth grade, five credits are required; for the tenth grade, four and one-half credits, although five is not unusual; for the eleventh grade, four credits, although four and one-half is normal and five is not unusual; for the twelfth grade, four and one-half credits, although five is not unusual.

Other constraints are placed upon seniors. They must pass all courses for the year regardless of total credits accumulated prior to the twelfth grade. Seniors may not drop or change courses after November 1, except under special circumstances when permission may be obtained from the Director of Studies to drop a course in excess of the four and one-half credit minimum and not part of the distribution requirement. Under no circumstances may a senior drop a course after midyear.

With the agreement of their parents and the school, seniors may devote all or part of the spring term to a project which may be academic or otherwise in nature. It may involve dropping some or all course work. It may mean living on or off campus.

COLLEGE ENTRANCE REQUIREMENTS

It is important for each student to keep college entrance requirements in mind when selecting courses, for in some instances, these requirements may exceed the Academy's graduation requirements. The *College Handbook* and the catalogues of the individual colleges are sources of information.

Since many colleges require candidates to take College Board Achievement Tests in three different areas (usually English, mathematics, and one of foreign langauge, history, or science) by January of the senior year, courses should be chosen with this in mind. Academy students normally take Achievement Tests on two dates: in May or June of the junior year, and in December or January of the senior year. A few sophomores find it advantageous to stand for one or two Achievement Tests upon completion of the appropriate course.

The Academy actively participates in the College Advanced Placement program through which students may earn college credit for satisfactory performances on the Advanced Placement Examinations administered each May; the credit is granted by the college in which the student enrolls. An increasing number of eleventh graders are opting to sit for one or two Advanced Placement exams, thus strengthening their college admission credentials. Though only one course — Math 5 — is specifically designed for an A.P. syllabus, courses offered in the normal curriculum prepare the student sufficiently (supplementary work is sometimes necessary) for exams in English, American and European history, French, German, Spanish.

ENGLISH

The English Department recognizes that the development of critical reading and precise expression is central to each student's intellectual growth. Each student is encouraged to sharpen his mind through close, analytic consideration of worthwhile literature in each of the genres and to express thoughts orally in small, seminar-type classes. The skills of producing effective prose are learned only through the repeated act of writing and rewriting; therefore, each student is assigned many expository essays, their content based upon the reading, their mechanics developed through close attention to acceptable usage, diction, and grammar.

English 1 – 1 credit – 9th grade. An introductory course in grammar, composition, vocabulary building, and literature. A weekly writing assignment of 300-400 words is required in addition to periodic book reports on outside reading. The literary theme déals with the period of transition from youth to adulthood.

English 2 – 1 credit – 10th grade. A competency course in Standard Written English, focusing upon sentence patterns in the fall term, paragraph building in the winter, and essay structure in the spring. Vocabulary enrichment and reading will be included.

English 2A – The honors level course in English 2. This section of selected students will pursue a course which is a continuation of English 1, placing increased emphasis on composition and English literature. A weekly writing assignment of 400-500 words is required in addition to periodic book reports on outside reading. The literary theme concerns the individual's attempt to find a useful place in the social order.

English 3 – 1 credit – 11th grade. A course in composition and literature. A weekly writing assignment of 500-600 words is required in addition to periodic book reports on outside reading. The literary theme concerns the search for values in American life.

English 3A – The honors level course in English 3.

English 4 – 1 credit – 12th grade. English 4 is actually three thematically oriented humanities courses among which the student may choose. A weekly critical essay is required in each. English 4-A is called, "Coming of Age: Youth and the Challenge of the Present." English 4-B is entitled, "Freedom and Responsibility: Man's Role in the Moral Conduct of Life." English 4-C is entitled, "The Alienation of the Individual."

Language Study – 1 credit – 9th and 10th grades. A course for those needing additional work in English. Spelling, grammar, and rhetoric are emphasized. A special section entitled, "English as a Secondary Language," is generally required for all foreign students.

For students requiring remedial work in reading and for students with severe spelling problems, tutoring can be arranged for an additional fee.

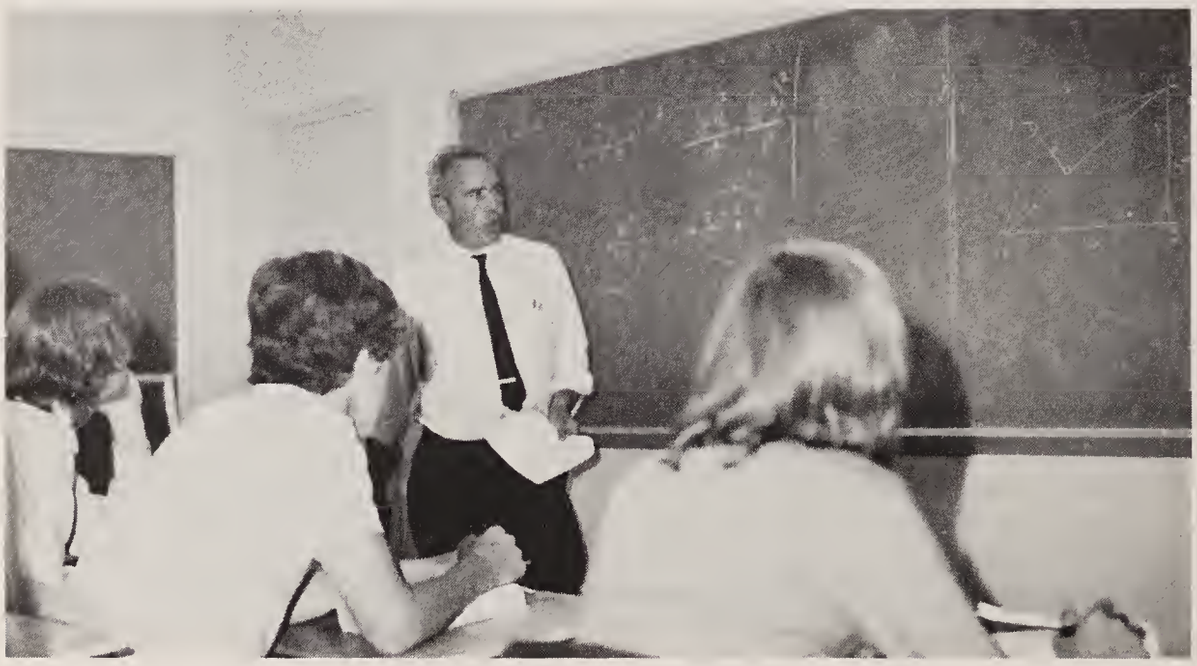
In the fall of 1976 the Academy will offer an optional developmental reading and study-skills program to all its students at a cost of $135.00. The 25-hour course will be conducted by the highly-regarded Readak Company. The course is designed to be helpful to every student, no matter what his present proficiency. The entire student body will be tested early in the fall to determine the level of each individual's reading skills, and parents will be informed then of their child's scores and given the opportunity to learn more about the program. The English Department recommends that every student be enrolled.

MATHEMATICS

As the Queen of the Sciences and one of man's mightiest intellectual achievements, mathematics stands at the heart of classical liberal education as well as serving an essential function in theoretical and applied science and technology. Increasingly, mathematics is becoming the familiar tool of business, medicine, and the social sciences. More and more college majors require concurrent study of mathematics.

The mathematics curriculum intends to develop competence in basic mathematical skills while exposing the student to the nature of the mathematical enterprise. Emphasis is placed on mathematical facts and concepts, the perception of patterns in space and numbers, logic and the development of proof, and the structure of mathematical systems. Nurturing disciplined thinking and precision in the use of language, the ability to arrive at valid generalizations and develop appropriate strategies is fostered.

Courses beyond those required prepare the student for pure and applied mathematics college programs as well as other disciplines relying on mathematics.





The mathematics department has a Wang 2200 computer with video and typewriter outputs and tape cassette program storage. The programming language BASIC is employed. The computer room is accessible to students every day between 8:00 a.m. and 10:00 p.m. All students in Math 2 are instructed in the rudiments of computer programming and the functions of each device comprising the system. The system is employed as part of the Math 4A course, and its use by students in other courses may be encouraged. Interested freshmen may get an early start in this adventure.

Math 1 – 1 credit – normally in 9th grade. Algebra I – a logical development of a first course in algebra emphasizing basic concepts, understanding, and fundamental skills. Topics included: the Real Number system and its operations, open sentences in one and two variables, set concepts, absolute value, functions, Cartesian coordinate systems, graphs of linears, systems of linear equations, polynomials and factoring, operations with fractions, exponents and radicals, and quadratic equations through the quadratic formula.

Math 2 – 1 credit – normally in 10th grade. Geometry – Euclidean and coordinate geometry in 2 and 3 dimensions; congruence, similitude, measurement, and characterizations. Emphasis is placed on clear and precise language and the construction and understanding of deductive proofs in an axiomatic system. A special three-week introduction to computer programming is included.

Math 3 – 1 credit – normally in 11th grade. Algebra II and Trigonometry – an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of the ordered field properties; inequalities, polynomial, exponential, logarithmic, and trigonometric (circular) functions; conic sections; rational, real, and complex number systems; and graphing techniques. Students are prepared to take the Math Level I Achievement exam.

Math 3A – 1 credit – An honors section of Math 3 requiring departmental recommendation. Students are likely to continue to Math 4A and/or Math 5.

Math 4B – 1 credit. Pre-Calculus Mathematics – review and extension of material of the first three courses: algebraic structure and proof, the elementary functions, conic sections, matrices, sequences, the binomial theorem and mathematical induction, and elementary probability. Students are prepared for mid-year Level I Achievement exam or end-of-year Level II.

Math 4A – 1 credit. Honors Pre-Calculus – one-half year devoted to probability and statistics with application of the computer; second half devoted to elementary functions, analysis, limit theory via sequences, and an introduction to the calculus of polynomials. Other topics reviewed as needed. Achievement exam preparation the same as Math 4B.

Math 5B – 1 credit. AB-level Advanced Placement Calculus – includes analytic geometry, limit theory and continuity (via sequences and ϵ - δ), differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and physical situations. Advanced Placement exam administered in mid-May. Level II Achievement exam. Math 4B or 4A prerequisite.

Math 5A – 1 credit. BC-level Advanced Placement Calculus – offered only if sufficient demand exists. In addition to the material covered in Math 5B, topics include more emphasis on limit theory, continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, ap-

proximation techniques, polars, vectors, and parametrics. Advanced Placement exam administered in mid-May. Achievement exam Level II. Math 4A prerequisite.

Notes:

1. At the start of the fall term all students in Math 2 and 3 will review and be tested in fundamentals of Algebra 1. Students with deficiencies will receive supplementary instruction; those with serious deficiencies will be placed back into Math 1.
2. Students completing the Math 1 - 3 requirement prior to the 11th grade must earn departmental approval on Level-I Achievement or enroll in Math 4.
3. Students who are aiming for engineering or business colleges will need to study four years of mathematics.

FOREIGN LANGUAGES

The Department of Languages offers full training in French, German, Spanish, and Latin.

In the modern languages, with the aim of teaching students to read, write, speak, and understand, all class work at all levels is conducted in the language under study. The main goal is to develop fluency at the "conscious" stage of language learning, i.e., using the language slowly, applying the rules of grammar, reasoning various relationships, and, in effect, using the language creatively. It is hoped that in the advanced classes students will move to the "automatic" stage of language learning, i.e., using the language substantially like their mother tongue.

At all levels, culture and history are presented in order to develop an appreciation of the contributions of other civilizations.

The Academy has a modern cassette Audio Laboratory which is used in conjunction with modern language courses.

In Latin, in addition to grammar, vocabulary and translation, some of the classics of Latin literature are read and examined.

The Department administers the Carroll-Sapon *Modern Language Aptitude Test* to all students in their Freshman and Sophomore years. This diagnostic test aids in the determination of language-related learning ability.

Satisfactory work at the third year level of a language permits a student to take the CEEB Achievement Test; more advanced work may lead to the Advanced Placement Examination if desired.

Two years of one language are required for graduation, but the Department recommends that students considering the major liberal arts colleges take at least three years of a foreign language.

The Department sponsors trips to foreign language plays and events in the

area, and is happy to organize and chaperone trips abroad during school vacations when interest warrants.

French I and II – Basic communication skills, both oral and written, are developed. Essential grammar is presented and the student is introduced to the civilization of France and the French-speaking world. Beginning reading skills are developed and a short adventure novel is read in the second year.

French III – Work is continued on communication skills. The major periods of French history are presented. The student is introduced to French literature through excerpts of different *genres* from the 12th century to the present. Reading skills are also improved through the reading and discussing of stories by Maurois, Camus, Ionesco and others.

French IV – An intensive review of grammar and verb forms is undertaken. Much attention is paid to the writing of short essays. Complete works are read, chosen from such authors as Racine, Voltaire, Camus, Boule, and Anouilh.

French V – The course is much like French IV but with more independent work. Emphasis is placed on developing insight into literary problems and composition skills.

German I – Elementary grammar is introduced to enable the student to express himself idiomatically in a variety of conversational contexts. Also included is work with an elementary reader.

German II – The study of grammar is continued, but with greater emphasis placed upon writing and vocabulary development through the composition of short narratives based upon stories read in class. One short detective novel is also read.

German III – Practical application of previously learned grammar and further vocabulary development are stressed through the study of German society, culture, geography, and history, along with the introduction of more advanced grammar. Films and outside speakers are also included, and one major play and several short stories are read.

German IV – Greatest attention is given to developing a solid command of the German language through weekly papers, oral presentations based upon German history and other subjects, and dealing with important works in German literature by authors such as Brecht, Dürrenmatt, and Kafka. The class also edits and publishes a German newspaper three times during the year.

Spanish I and II – Basic communication skills, both oral and written, are presented. Much emphasis is placed on vocabulary building and grammar. Hispanic civilization and customs are introduced.

Spanish III – Work continues on communication skills. Literature is introduced. Class discussions and essay questions are based on readings about Spain and Latin America.

Spanish IV – Grammar is thoroughly reviewed. Class discussions and written reports analize the material read. Complete works are read by such authors as Cervantes, Galdós, Garcia Lorca, and Casona.

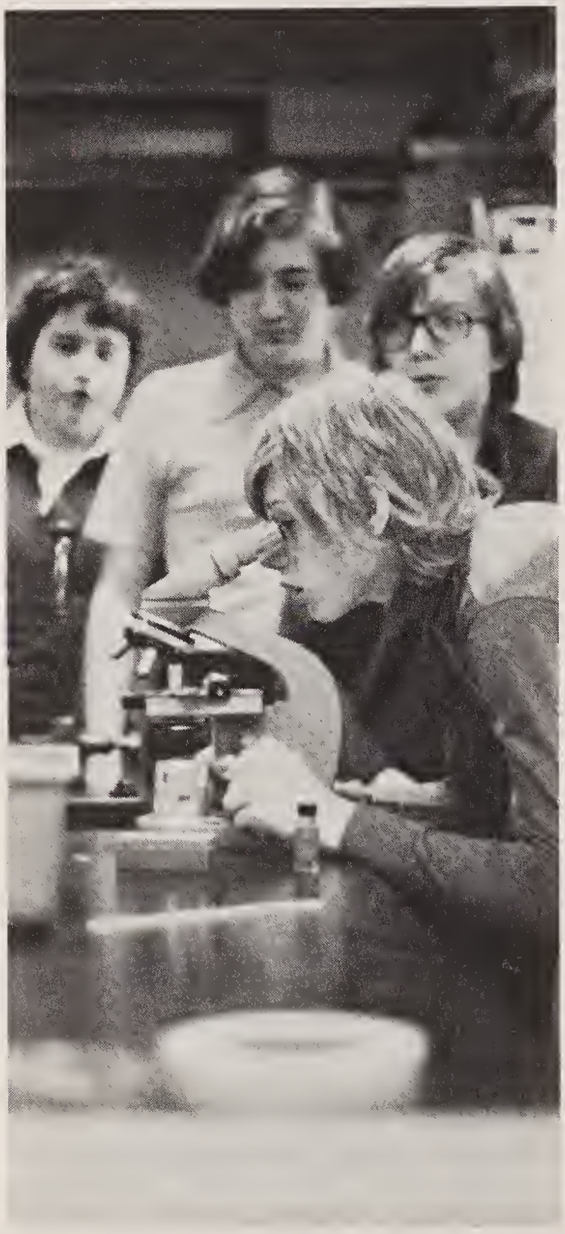
Latin I – Basic grammar and vocabulary are presented. Beginning reading and translation skills are developed.

Latin II – The presentation of grammar and vocabulary continues as does translation work. Students read *The Argonauts* and selections from Julius Caesar.

Latin III – An intensive review of grammar is undertaken. The works of Cicero are read and analyzed.

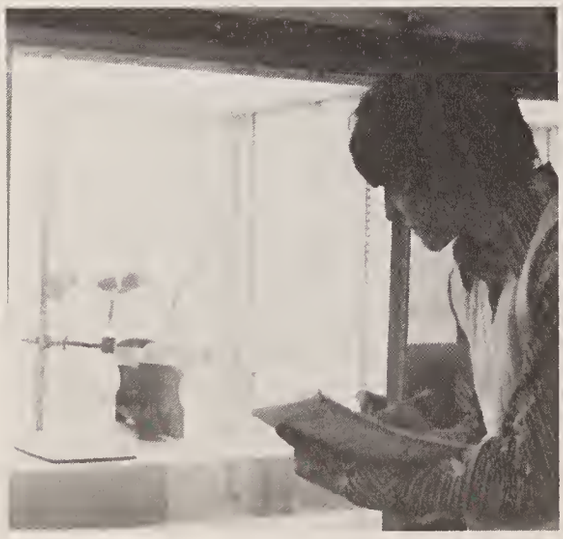
Latin IV – Not offered in 1976-77. This course will be offered in 1977-78 if demand warrants.

SCIENCE



The main objective of the science department is to aid students in developing an appreciation for the scientific way of problem solving. Throughout the department students are encouraged through generous amounts of laboratory experience to develop an understanding of the empirical method as well as the role of rational thought and model building. Stress is laid on how theories and laws are developed rather than the accumulation of facts.

With the heavy orientation on discovery through laboratory work, students develop a sense of doing science rather than simply reading about an organized and static collection of knowledge. It is hoped that the students become aware of the vitality and continuing development of science as one of man's great intellectual achievements.





Science 1 – 1 credit – required for all 9th graders; waiver granted for certain equivalent courses such as I.P.S. Three ten-week introductions to physics, chemistry, and biology considering respectively hydrostatics and measurement, the structure of matter and chemical reactions, and the ecological approach to biology. All sub-courses emphasize keen observations, critical thinking, laboratory techniques, applied algebraic and graphing techniques, data interpretation, and error analysis.

Biology 1 Lower – 1 credit – 10th grade. A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models.

Biology 1 Upper – 1 credit – 11th or 12th grade – not open to those who have taken Biology 1 Lower. An introductory survey course emphasizing the continuity of life. Contemporary topics such as genetic engineering, aging, and the perils of pollution are included.

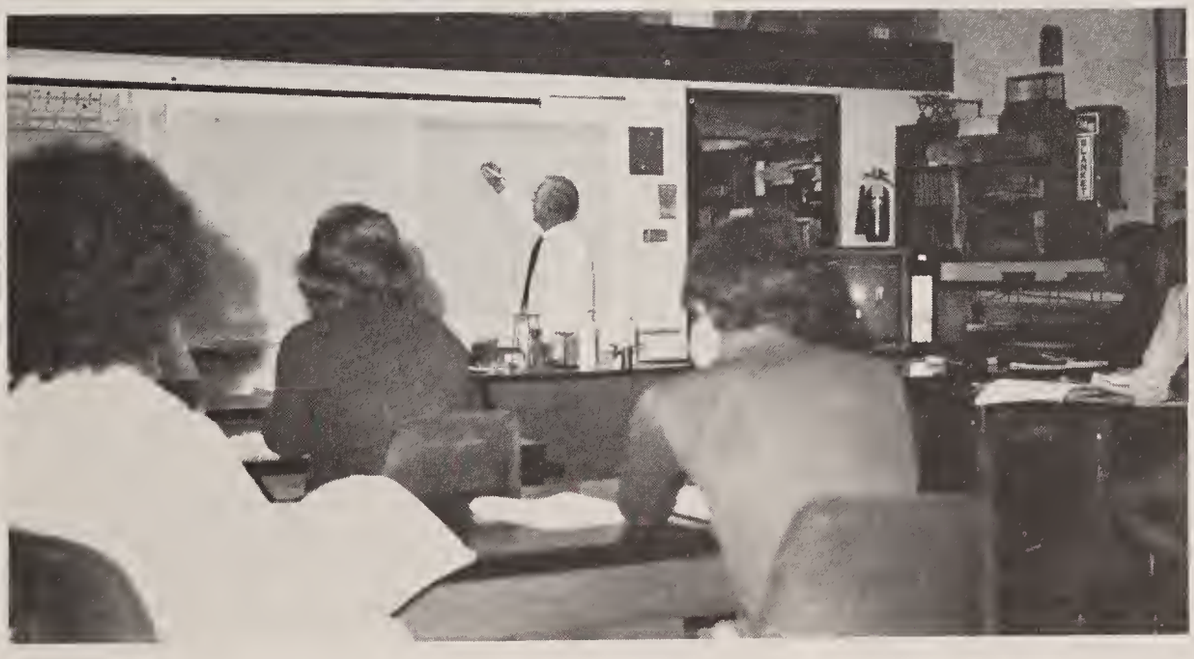
Biology 2 – 1 credit – 12th grade – Biology 1 Lower or 1 Upper prerequisite. A second year course dealing with biochemistry, physiology, evolution, and genetics. Laboratory work includes the making of histological slides, bacteriology, and a study of the student's choice.

Biology 3 – 1 credit – 11th or 12th grade – Biology 1 Lower or 1 Upper prerequisite; chemistry and mathematics background beneficial. A second year course in ecology and field biology considering energy, population, and behavior. Laboratory work occurs in the field doing research in the marsh and upland areas of the campus.

Chemistry – 1 credit – 11th or 12th grade; 10th grade by permission of the department. A general introduction to chemical theory and laboratory procedures.

Advanced Chemistry – 1 half credit – 11th or 12th grade with permission of the department. A general review followed by projects or topics chosen by students and instructor.

Physics – 1 credit – 11th or 12th grade. A PSSC course supplemented with other materials making use of the discovery



method and relying heavily on laboratory work in Mechanics and Optics. A good background in Algebra 1 and Geometry with concurrent study of Algebra 2 and Trig are necessary.

Advanced Physics – 1 half credit – 12th grade with permission of department. A continuation of PSSC Physics considering electricity, magnetism, and atomic structure. Weekly goals and progress checks are worked out between the student and instructor.

Electricity 1 – 1 half credit – 10th, 11th, or 12th grade. A course in DC and AC network analysis. Resistive, capacitive, and inductive elements are examined in various circuits. The course is almost entirely laboratory oriented. A chance for students to experience and assess teacher and student roles occurs in a unit of working with 4th graders at a local public school.

Electricity 2 – 1 half credit – 11th or 12th grade. A programmed independent study course in advanced circuit analysis, tubes and transistors, and basic electronic devices such as power supplies, amplifiers, and oscillators.

Notes:

1. Engineering candidates should include both chemistry and physics in their program; they should plan to take a College Board Achievement Exam in either one along with mathematics.
2. Full credit science courses, except Science 1, meet 6 or 7 periods per week including laboratory periods.

HISTORY

History at Governor Dummer is an exciting investigation of people moving through time and the multitude of problems and promises that we are heir to. We believe that the study of history need not be a dull and commonplace record of names, dates and battles. Each course is designed to introduce the student to the vital and dramatic personalities and events that continue to shape our world.

To stretch your reasoning, to sharpen your critical skills, to make contemporary events understandable, to comprehend the inter-relatedness of our complex life are some of the basic reasons for studying history at the Academy. We use history as a means through which one may think, read, write and speak analytically, often to study areas of man's experience never met before. Students learn in discussion the value of interpretation, evaluation and criticism. Our research projects encourage the effective use of primary sources in order to gain an understanding of the motivations which have shaped historical events. Each course develops an appreciation of the past and its usefulness in interpreting the present and future. Whether the issues be political, economic, social or scientific, history courses aid in organizing the wealth of human experience. We view our study as a universal one, giving each student the tools of effective analysis and interpretation.

The program at Governor Dummer contains a wide variety of options for each student. One history course should be taken prior to the required course in United States History. Each of the curriculum offerings is described:

Ancient History – This introductory course concentrates upon the study of the rise and fall of nations and civilizations. Its three-term sequence of study includes the early civilizations of the Near East, Ancient Greece, and Ancient Rome.

Asian History – A course designed primarily for underclassmen, this study emphasizes the two important civilizations of the Far East – China and Japan. A primary objective of this course is to have each participant understand the themes and trends which are discernable throughout each nation's history and which in turn aid in our understanding of each country today.

Modern European History – This is largely a survey course of the political, economic and social development of the countries of Europe. In both discussion and in research, there is considerable emphasis placed upon the theme of the complex interdependency of European history, from the 17th century to the present. (Not offered in 1976-77)

Russian Studies – A course designed for upperclassmen, this surveys the central themes of Russian history and the creation of the Soviet Union. There is also emphasis on the importance of geography, the literature and art, and political ideology. Interpretative skills, understanding documentary sources, and research techniques are included in the course's approach.

United States History-A – Within the interesting chronological approach to our nation's heritage, this upper-level study emphasizes: the decision-making process as it is related to major events; the ideological and philosophical traditions of the country and the basic concepts and phenomena which have shaped political and economic policies. The three Position Papers for the course enable the student to make an in-depth analysis of a specific period using a combination of primary and secondary sources, and his own interpretative skills.

United States History-B – This course is often called the "Learning Package" for it is an honors-level independent study program. It includes several topic options including units in: chronology, immigration history, Black America, the Cold War, and contemporary American ideologies. (With Departmental approval)

Economics – The American economy is the primary focus of this study, and includes detailed analysis of the modern techniques used by economists to measure economic factors. Such topics as energy issues, population, poverty, and ecology are also investigated (One-half credit; Not offered in 1976-77)

Sociology and Psychology – This course first investigates the major themes in the field of Sociology, including cultural sociology, race and social change, and social behavior. The Psychology aspect studies such topics as learning, motivation, human development, and personality.

Independent Study – Research and individual study in areas selected by the student in consultation with an advisor from the Department. (One-half credit)



ART

Since there is no way to appreciate a work of art so well as by producing one and since there is no way to learn creativity and its pleasures and pains except by creating, Art affords an experience in learning by doing.

Studio Art – 1 half credit – 10th, 11th, or 12th grade. "Exploring Media": studio work in a variety of media with emphasis on freedom of expression and development of the individual idea. Finished pieces in five media are required with some work in both student exhibits. No previous experience necessary. One-hour classes meeting twice each week. Cost of supplies: approximately $37.

Advanced Studio Art – 1 credit – for juniors and seniors with considerable experience and a high interest in the field, or who perhaps wish to prepare for the Advanced Placement exam in Studio Art. Each student will pursue some phase of art in depth and will contribute both in quality and quantity to the student exhibits. Two hours of supervised work and two hours of independent work per week. Supplies to be purchased as needed. Permission of the instructor required.

Photography – 1 half credit – 10th, 11th, or 12th grade. A course in camera and darkroom techniques. A fee of approximately $40 covers photographic supplies. Students will need a camera; a 35 m.m. or 2¼ format camera, preferably with light meter, would best suit the needs of the course.

Art History – 1 half credit – 10th, 11th, or 12th grade. The purpose of the course is both to cultivate basic criteria of art appreciation and to acquire a general knowledge of the chronological developments in style. Although Egyptian and Classical art are studied at the outset of the course, emphasis is given to painting during and after the Renaissance.

The Parsons Schoolhouse Gallery is concomitant to the studio courses, and professional artists are chosen to display a wide variety of media and style. A reception is held for each exhibit and affords the student an opportunity to meet artists and talk with them about their work. There are also three student exhibits each year: one presenting photography; one exhibiting drawings, prints, and watercolors; and one showing acrylics, collages, and sculpture.





MUSIC

The aim of a school music program should be to acquaint the student with as many of the aspects of music production as can be meaningfully absorbed. Basically, we try to provide an opportunity for the student to deal with musical composition, performance, and knowledgeable listening. The classroom courses in music theory, electronic music, and music history deal largely (though not exclusively) with composition and listening, whereas our performing groups, the jazz band, glee club, and chamber ensemble, provide opportunity for improving performance skills. Likewise, students who study privately have many opportunities for performance.

A student who is planning to continue music training after Governor Dummer would be wise to take each of the courses, as they deal in quite different specific areas, and having done so, should be able to understand the total processes of music.

Electronic Music Composition – 1 half credit – 10th, 11th, or 12th grade. Designed to allow the student to be creative in the world of sound. The electronic music studio is substantial, including a Moog synthesizer, and 2 and 4 channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required.

Music History – 1 half credit – 10th, 11th, or 12th grade. Covers stylistic changes from the Baroque through the present. Emphasis is placed on the study of the evolution of form, orchestration, and sociological influences on music. Twentieth Century music is considered during the spring term. No musical background is required.

Music Theory – 1 half credit – 10th, 11th, or 12th grade. Introduces the student to basic elements of music: musical notation, scale constructions, and triadic harmonies. The ear is developed through frequent use of solfege and dictation. Melodic composition is studied in depth. Music background is advantageous but not required.

Instrumental Music – all grades. Individual weekly lessons are available at $70 per term in all orchestral instruments, piano, and organ. One half credit may be earned if lessons are accompanied by four practice sessions and participation in one of the Academy's instrumental groups.



SPEECH

Speech – 1 half credit – Required for all seniors. A course designed to train students to think and to express themselves coherently and forcefully in front of an audience.

RELIGION

> "The unexamined life is not worth living."
>
> Plato

While Governor Dummer is nonsectarian and welcomes students of all faiths, we firmly believe that religion is, and should be, an integral part of the school's and the student's life. Religion is vital to the educational process because it is concerned with the whole person as he is forced to confront himself and the world around him in the search for honest answers to his most profound questions. In its broadest sense religion is a life orientation which encounters every phase of human experience; it is not, and cannot be, withdrawal from the world; it must foster a vital involvement with other individuals and the world in which we all live. It must address the timeless questions, but it must also confront questions that are important to students now, as individuals: "What, if anything, seems to me worth dying for?" "What kind of person would I most like to be?" "What in my education is important for me to know and be concerned about?"

Such inquiry inevitably keeps the Academy in touch with students, and it also serves to call the educational institution itself into question from time to time. Through weekly vesper services, academic courses in the study of religion, and a variety of different small groups that meet regularly (Jewish Discussion Group, Moslem Student Group, Bible Study Group, etc.), the student has the opportunity to engage in this important personal search as well as different arenas and means to express what has been found to be of some significance.

> "Life means for us constantly to transform into light and flame all that we are or meet with."
>
> Nietzsche

Religion A – 1 half credit – 10th, 11th, or 12th grade. "The Religious Dimension of Life" – 'At its heart, all theology is essentially autobiography!' Through the reading of others' life stories and the writing of the student's own, this course is designed to help the student reach an understanding of what "religion" is or may be to his or her life.

Religion B – 1 half credit – 10th, 11th, or 12th grade. Biblical Literature – a look at the major stories and themes of both the Old and New Testaments and an attempt to understand them for our life in the Twentieth Century.

Independent Study – 1 half credit – requires consent of the instructor.

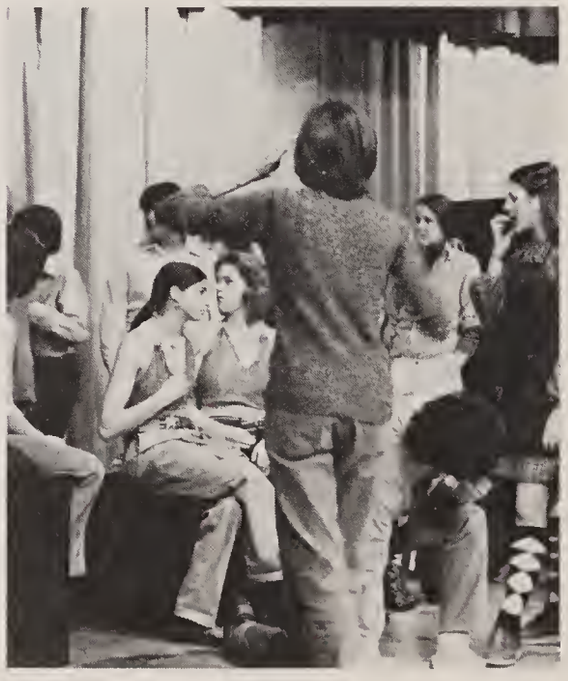
HUMANITIES – ON CAMPUS

The Humanities program on campus has undergone a lot of change in the past four years – the result of which can be seen in the continual improvement of the school paper, "The Governor," in the sudden surge in attendance at school music concerts by the GDA Jazz Band and Glee Club, and by the ever increasing popularity of the Drama Club and enthusiasm for the plays and musicals they present. More conclusive than this, however, is the large number of students who have found in themselves the inclination and have made the time to become active members of these groups – and many others as well.

Participation in these activities is by no means limited to those with a special interest in the arts. Because of the nature and the size of the school, most students at one time or another find themselves contributing to the success of these programs. More than once an excellent athlete has turned out to be an excellent actor as well, and the inverterate studier finds himself often invited to contribute to the school publications. There is a need for all talents, practical and artistic alike. The effort put forth by the geniuses on the set and lighting crews for productions such as "Death of a Salesman" and "Guys and Dolls" backstage is no less than that of actors and musicians out front. Similarly, GDA's FM radio station, WQLI, would be as lost without the electronics experts who set up the equipment as without the disc jockeys who make the station's programs lively.

These are only a few of the programs in which students become involved. There is an Outing Club which sponsors day trips to New Hamsphire and Vermont – trips that usually leave at 6 a.m. Sunday and return well after dark, with the interim spent either working up mountain slopes on foot or flying down on skis. There is a Chapel Committee which, together with the school minister, plans an occasional all-student chapel service, some of which have been the most effective and best remembered of the year. For those interested, there is an opportunity to try one's hand at activities as diverse as fly fishing, chess championship, or wood and metal working. Besides all these, there is an active Photography Club with a ready market for pictures in the school publications.

The fact that there are so many activities is no guarantee, however, that a student will continually meet with success in his chosen interest. There are always some activities more popular than others, and because of this, the possibility of disappointment is greater. For some students, the failure to get a part in a play, or being left out in the race for staff members for the school publications is the first such disappointment they have suffered, and it can be very upsetting. However, the experience gained from learning to rise above it by becoming interested in something else, or better still, by trying again later on, is an education in itself.



Following is a list of current activity groups (new ones spring up whenever there is sufficient interest):

Black Brotherhood
Chapel Committee
Jazz Band
Glee Club
Choir
Drama Club
Radio Club
Photography
Outing Club
Woodworking
Machine Shop

The Governor – School paper
The Milestone – Yearbook

Red Key – Juniors who act as hosts
Cum Laude – Seniors of top academic standing

HUMANITIES – OFF CAMPUS

There is an off-campus Humanities program also, which consists of weekly trips to plays, museums, symphonies, concerts, and other attractions in Boston. A student may go to any or all of these, as he wishes. One humanities trip per term is required. GDA also welcomes outside groups on campus, such as on the road plays, classical music groups, and so on.

There is something for everyone in the humanities program, whether one wants to pursue an interest, polish an already acquired ability, or just learn something new. It is an important part of a GDA education.

COMMUNITY SERVICE

The Academy's Community Service Program provides free aid to Newburyport area service institutions while broadening the student through educationally valuable experiences. Under the supervision of the program director, students are involved in various activities in nearby communities including assisting at nursing homes and day care centers, and working at the Y.W.C.A. pool and the Anna Jacques Hospital. Students may also participate in a workshop for handicapped adults and work with mentally retarded children who are brought to the campus for a recreational program. The Community Service Program is open to juniors and seniors for at least two terms a year. Students are involved in the program in the afternoons after classes, Monday through Friday. The school provides transportation to and from Newburyport.






B

DORMITORY LIFE

For the boarding student at Governor Dummer, dormitory life offers a memorable experience and provides the opportunity to live, work, and be in close contact with the members of one's peer group.

Freshmen and sophomores, both girls and boys in their separate dormitories, live with a faculty family and one or more senior proctors. These proctors have the job of assisting the corridor masters; trying to keep quiet and order during study hours; and maintaining a neat and clean dormitory. More importantly, they often act as counselors. Many close friendships develop from dormitory living.

Juniors and seniors, both boys and girls in their separate dormitories, are housed together in larger groups. They have more freedom in setting hours, keeping their dorm neat, and in the area of general mobility; but the responsibility for their actions is ever present. Should a situation that the students cannot handle themselves arise, the corridor master is always available. After the night's work is done, simple conversations can develop into bull sessions. The topics may vary, but the discussions always provide a chance to express one's ideas and compare them with the values and ideas of others.

All boarders, aside from keeping their own rooms picked up and making their beds on a daily basis, are expected to help maintain the overall cleanliness and neatness of the dormitory at all times.























ATHLETIC PROGRAM

Athletics play a major role in a Governor Dummer student's career. They provide one more way for the individual to establish respect for himself as well as for others. Regardless of which sport it is, each participant is pushed mentally and physically to attain goals never before reached.

There are three areas of athletic participation available: interscholastic competition, intramural competition, and physical education. Each freshman and sophomore boy or girl is required to be a player on, or a manager of, a team that is involved in interscholastic competition during each of the three seasons. There is one option to this requirement, as sophomore girls are permitted to participate in dance as an intramural sport during the winter. Junior boys or girls are required to be a player on, or a manager of, an interscholastic squad during at least one season. During the remaining two seasons they may take one or two "Free Terms from Athletics," or participate in interscholastic sports as they desire. The requirement for each senior boy or girl is one season of either interscholastic or intramural athletics, however, new seniors are expected to participate in the interscholastic program for at least one season. The remaining two seasons would allow participation in interscholastic or intramural athletics, or free terms, as the student desires.





Of course not everyone is a great success in athletics, and for those students who do not wish to be involved on an interscholastic or an intramural team, a Free Term from Athletics is available. Free term projects are varied and they provide students with the opportunity to pursue special interests in such areas as art, music, drama, and creative writing. Community service projects also fall under the Free Term from Athletics option. As the school strongly believes in some form of regular exercise, physical education classes are required for the students who elect a free term.

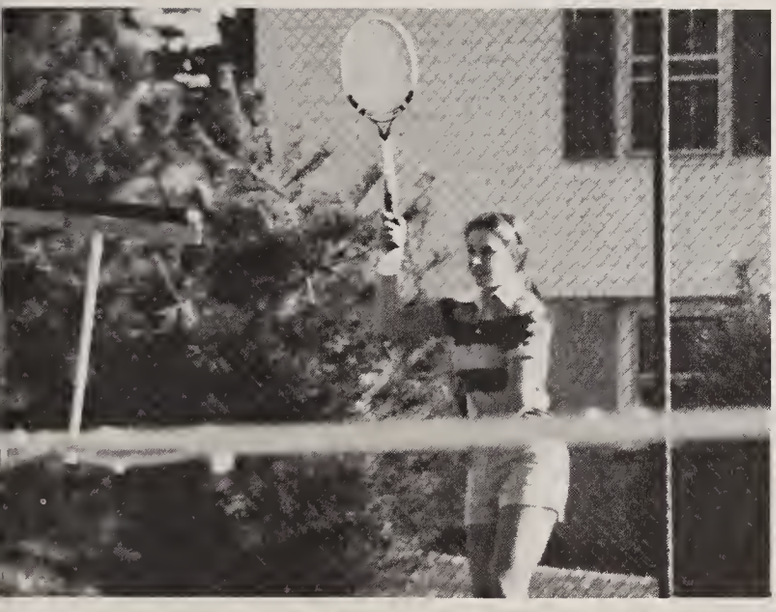
On weekends and in spare time, recreational golf, tennis, skating, skiing, and fishing are available in season. During the winter months, Sunday trips to various ski areas are organized under the supervision of a faculty member.

The Academy fields interscholastic teams in the following sports: for boys – football, soccer, hockey, basketball, wrestling, winter track, lacrosse, baseball, spring track; for girls – field hockey, soccer, basketball, volleyball, lacrosse, spring track; coed – cross-country, cross-country skiing, gold, and tennis. Soccer for boys and tennis for girls in the fall, a coed outdoor program and dance for girls in the winter, and coed softball in the spring are available for intramural competition.






50
11
34
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10


23





STUDENT GOVERNMENT

Governor Dummer is continually undergoing numerous changes in an attempt to better the community and to adjust to variations in certain concepts that change with the times. In these attempts it seeks the ideas and recommendations of both faculty and student. Thus a Student Council is set up to act as a sounding board for the complaints and varied sentiments of the student body about school life. The Council considers these suggestions and if deemed notable, they are brought to the attention of the Headmaster or Dean of Students. The Student Council is also called upon to help out in other programs that involve the student body such as picking senior jobs and the four student members to sit with four faculty members on the Disciplinary Committee. There are fifteen students on the Council, each representing a group of dormitories or day students.

RULES

One particular strong point about Governor Dummer is that most of the students agree that to maintain the well being of the community there must be rules and they must be enforced. It realizes that its students are liable to make mistakes and feels that, having gone through the experience of the situations, they will probably never commit them again. The Academy is willing to take the chance to give these students, except in certain cases, the opportunity to prove, not just to the students or the faculty but to the community as a whole, that they can make worthwhile contributions instead of merely being detrimental to the school. Governor Dummer is not only interested in building strong minds and bodies, but strong characters too.

There are five major rules. The first is that students are expected to act honestly in all of their dealings, with consideration for others, and with consideration for the property of others; second, that no student shall possess or use alcoholic beverages or drugs while under school authority nor return to school from any absence under the influence of alcohol or drugs; third, that no boarding student shall leave campus without prior authorization from the appropriate officer of the school; fourth, that visits by boys and girls to one anothers' dormitories shall be strictly within the conditions outlined in the Rule Book; and fifth, that no boarding student shall be out of the dormitory between sign-in time and 6:00 a.m. without specific permission from the dormitory master.

Only those students with written parental permission shall smoke and then in designated rooms or lounge areas. The Dress Code varies with the occasion. For everyday classes it is informal attire but not including dungarees and shirts with no collar. For more formal occasions, jackets and ties or dresses may be required. The length of a person's hair is regarded as his own affair, but he must keep it clean and neat.

EXPENSES

The school establishes its operating budget on the basis of enrollment of all students for the entire academic year. For this reason, in the case of a student absent, withdrawn after August 1, or dismissed, no adjustment of tuition charges will be made except by vote of the Board of Trustees.

Over the four year period that a student may spend at the Academy, it is unlikely that tuition will remain fixed. Significant cost increases will inevitably necessitate tuition increases and/or special surcharges caused by unexpected changes in our economy.

BOARDING STUDENT EXPENSES

The current annual charge is $4400 payable in installments of $1500 on or before August 1, $1500 on or before October 15, and $1400 on or before December 15. Payment may be made through any one of the various bank or insurance company plans, details of which are available on request. This charge covers tuition, room and board, out-patient treatment at the infirmary and some additional infirmary expense; dormitory room furniture; use of library and laboratories with their equipment; athletic uniforms and helmets (not shoes); and other items.





DAY STUDENT EXPENSES

The current annual charge is $3000 payable in installments of $1000 each on or before August 1, October 15, and December 15. It, too, may be paid through one of the commercial installment plans. The charge covers tuition, luncheons and occasional other meals, and the use of all facilities available to boarding students except residence in a dormitory or the infirmary.

There will be various additional expenses which vary widely with individual students. Parents will be asked to establish with the school a deposit account of $150, against which students charge extra expenses, and to replenish the deposit account when it falls below $75. Such expenses may include some, though hardly all, of the following: Laundry service, books, school supplies, sweat suits, subscriptions to school publications, team photographs, club membership fees, College Board examination fees, transportation to and from Boston at vacation periods, optional bus trips, athletics foot wear, hockey and lacrosse sticks and gloves. These expenses average to about $500 per year for boarding students and $275 for day students.




GOVERNOR
DUMMER
ACADEMY
FOUNDED 1763

ADMISSIONS

Governor Dummer follows an open admissions policy, seeking the student for whom, regardless of race, creed, color, or national origin, it believes it can do the most and who seems likely to contribute most to the school in one way or another. Evidence of good character and ability to do Governor Dummer work are the first requisites sought by the Admissions Committee. The Committee takes into consideration grades, test scores, recommendations, extracurricular abilities, interview impressions, and any other information available about the candidate.

The school is interested in having boarding students from all sections of the country. There is no geographic limit to the area from which a day student may apply, with the understanding that the Academy does not furnish transportation.

Admissions procedures are normally the filing of an application, *preliminary* if prior to December preceding the year of proposed admission, or *final* thereafter. With the final application are forms to be filled out by people at the candidate's current school. Either before or after application a visit to the Academy *by appointment* for a tour and interview is urged though not required. If distance makes it impractical for a candidate to visit the campus, the Admissions Office will try to arrange an interview with an academy representative elsewhere. The Secondary School Admission Tests, administered at centers throughout the world, are asked of all candidates for admission to grades 9-11. The SSAT will be given on five Saturdays in 1976-77: December 11, 1976; January 15, 1977; March 5, 1977; April 16, 1977; and May 21, 1977. On January 15 and May 21, 1977, the test will be administered in foreign countries as well as in the United States.

Governor Dummer will not issue formal acceptances for September 1977 until March 10, 1977. Places will be saved until April 10, 1977, for those accepted on March 10. In cases of later acceptance they will normally be saved for three weeks. A $50 enrollment deposit, not returnable but credited against the first tuition payment, is required with enrollment.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified students. There is no set schedule of scholarships, the awards depending upon the strength of the student's qualifications and financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. This form must be submitted each year, as scholarship awards are reviewed annually. Both boarding and day students may qualify for scholarship aid.

There is a special scholarship policy for day students from the Town of Newbury and the Byfield Parish. If need is indicated by the School Scholarship Service form and the student qualifies for admission, he or she will be awarded up to $1000 in scholarship aid. If aid beyond $1000 is needed, it must be earned in competition with other applicants from beyond the Town or Parish.

COLLEGE PLACEMENT

In the spring of his junior year, one starts to worry about what he will do after the spring of his senior year. Most Governor Dummer graduates go on to college, but there are usually a few who have other plans. At this point in his life, the student must look back at his high school career and evaluate it in terms of the bearing it has had on his development as an individual personality; he must also look ahead and consider his future, viewing it from a realistic perspective.

At Governor Dummer one of the chief duties of the Director of Guidance is that of counseling with students and their parents on college plans. At first, this means reviewing a list of anywhere from one to two dozen college possibilities. Hopefully by the end of his junior year the student has narrowed down the list so that he will have a good idea of what colleges he would like to apply to. He is urged to take advantage of time in the summer to visit colleges and to see for himself the premises on which he may be spending four or more years of his life. During the fall, many admissions officers from various colleges visit Governor Dummer. In his junior and senior years the student takes the College Board Examinations, both aptitude and achievement. These tests are held on Saturday mornings and consist mainly of number two pencils and three hours worth of multiple guess questions.

As the boy or girl approaches the end of his Governor Dummer life, he must look forward either to what the world has in store for him or what he has in store for the world. Hopefully his high school years at Governor Dummer will have made it possible for him to look ahead with confidence in his knowledge and ability, and with confidence in himself.

Colleges receiving three or more graduates from the classes of 1971-75 are the following:

Amherst	4	Ithaca	8
Babson	5	Kenyon	4
Bates	4	Lake Forest	11
Beloit	3	Lehigh	4
Boston		U. of Maine	9
College	7	U. of Massachusetts	10
Boston		M.I.T.	3
University	11	U. of Michigan	3
Bowdoin	6	Middlebury	6
Brown	4	U. of Montana	3
Cambridge		U. of New	
(England)	4	Hampshire	22
Clark	4	U. of North	
Colby	7	Carolina	3
Colby-		Northeastern	3
Sawyer	3	Northwestern	4
Colgate	4	U. of Pennsylvania	4
Columbia	3	Princeton	3
Connecticut		U. of Rochester	3
College	3	Rollins	7
Cornell	7	Rutgers	3
Dartmouth	11	St. Lawrence	3
Denison	5	Skidmore	4
U. of Denver	7	Syracuse	8
Dickinson	4	Trinity	9
Duke	4	Tufts	7
Eisenhower	4	U. of Vermont	4
Franklin and		U. of Virginia	5
Marshall	10	Williams	5
Gettysburg	5	Worcester Poly	
Hamilton	5	Inst.	6
Hampshire	6		
Harvard	16		
Hobart	10		

GEOGRAPHICAL DISTRIBUTION

For the school year 1975-76 the Academy enrolled 185 boarding students from 17 states, the District of Columbia, and 11 foreign countries as follows:

California	3	North Carolina	1
Connecticut	3	Pennsylvania	3
District of Columbia	1	Rhode Island	2
Florida	1	Vermont	1
Illinois	1	Colombia	1
Indiana	1	England	1
Maine	10	India	1
Maryland	1	Iran	6
Massachusetts	100	Lebanon	1
Michigan	1	Libya	1
Mississippi	3	Nicaragua	3
New Hampshire	18	Norway	1
New Jersey	1	Saudi Arabia	2
New York	13	Thailand	3
		Venezuela	1



WEEKENDS

On weekends boarding students have many options to vary the weekly routine. There are formal athletic contests, touch football and pick up softball or lacrosse games. There are club activities and humanities trips. The social committee plans mixers and coffee houses with nearby schools. Current movies are shown every Saturday night in Thompson Auditorium.

School policy allows all "old" students in good standing unlimited Saturday weekends and some Friday weekends. New students will have limited Saturday and Friday weekends during their first fall term after which they become "old" students. Barring on-campus commitments, this plan enables a student to see friends at home, visit the home of another student, go skiing, spend the day in Boston – to get into the community at large. The short absence permission allows the student to be away from campus for a part of the day. A letter of permission from parents will permit a student to ride with drivers under twenty-one *on approved permissions*. The school reserves the right to restrict an individual to campus if his or her academic or disciplinary record is subject to question.

If the student has been performing in an acceptable manner, the weekends, short absences, and vacations offer plenty of time to "get away from it all," or to get involved with off-campus activities.



BOARD OF TRUSTEES

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Richard D. Phippen '38	Wenham
Vice President	
Carl A. Pescosolido, Jr. '55	Exeter, California
Secretary	
William B. Ardiff '55	Danvers
Treasurer	
Richard B. Osgood '53	Wenham
Frederick G. Crane, Jr.	Dalton
Edgar F. Kaiser, Jr. '61	Vancouver, B.C.
George D. Kirkham '51	Gates Mills, Ohio
Phebe S. Miner (Mrs. Joshua L.)	Andover
James B. Moseley	Hamilton
John W. Ragle	Byfield
Peter R. Remis '52	Swampscott
Widgery Thomas, Jr. '43	South Freeport, Maine
Josiah H. Welch '47	Newburyport
Nathan N. Withington '58	Hanover
Paul W. Wright	Lexington

TRUSTEES EMERITI

Morris P. Frost '35	Lake Park, Florida
Lispenard B. Phister	Newbury

ALUMNI FELLOWS

Stanley A. Hamel '45	Seabrook, New Hampshire
David L. Powers '52	New London, New Hampshire

FACULTY EMERITI

Edgar Daniel Dunning, 1930-1966	*Instructor in Mathematics and Business Manager Emeritus*
Thomas McClary Mercer, 1930-1969	*Instructor in English Emeritus*
A. Macdonald Murphy, 1931-1974	*Instructor in English Emeritus*
Arthur Woodbury Sager, 1930-1969	*Instructor in Speech Emeritus*
Benjamin Johnson Stone, 1932-1975	*Dean of Faculty Emeritus*
Esther Dikeman Thurlow, 1957-1969	*Librarian Emeritus*

FACULTY 1976-1977

John Williams Ragle — *Headmaster, English*
University of Chicago 1943, B.S.;
Middlebury 1951, M.A.
Appointed September 1, 1972.

David Swydan Abusamara — *French*
Holy Cross 1969, B.A.;
Middlebury 1970, M.A.
Appointed September, 1972.

Laurel Elizabeth Abusamara (Mrs. David S.) — *French*
Hollins 1969, B.A.;
Middlebury 1970, M.A.
Appointed September, 1972.

James Taylor Adams — *English*
Princeton 1969, B.A.;
Boston College 1973, M.A.
Appointed September, 1973.

Robert E. Anderson — *Director of Athletics, Biology*
Kenyon 1957, A.B.
Appointed September, 1957.

Ruth H. Baker (Mrs. William O.) — *Girls' Athletics*
Tufts 1944, A.B.;
University of Wyoming, Union Theological Seminary
Appointed September, 1972.

Mary Elizabeth Baratelli (Mrs. Pierre N.) — *English*
North Texas State University 1963, B.S.;
Colorado State University
Appointed September, 1968.

Pierre Nino Baratelli — *Department Chairman, Modern Languages; French; Director of Humanities Program*
University of Colorado 1956, B.A.;
1959, M.A.; University of Dijon;
University of Texas
Appointed September, 1967.

Stephen Wilkins Blair '62 — *Music*
Lawrence 1966, B. Mus.
Appointed September, 1966.

Donald A. Champoux — *Business Manager*
Business College
Appointed January, 1974.

Robert Scott Clagett — *German, History*
Brown 1973, B.A.;
University of Kiel 1972
Appointed September, 1973

Elizabeth Blake Clark — *Girls' Athletics*
University of Denver 1972, B.A.
Appointed September, 1975.

Warren Marshal Clunie — *Department Chairman, English*
Franklin and Marshall 1962, B.A.;
University of Pennsylvania
Appointed September, 1968.

Eugene George Eames — *Mathematics*
U.S. Naval Academy 1956, B.S.;
Oklahoma State University 1959, B.S., M.S.
Appointed September, 1971.

George Heberton Evans, III — *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949.

Janis Kaille Franklin — *English*
Wellesley 1969, B.A.;
Northwestern 1973, M.A.
Appointed September, 1973.

David Glenn Fyrberg — *Biology*
University of Maine 1970, B.A.
Appointed September, 1971.

A. Jeffrey Gosselin — *Mathematics*
University of Massachusetts 1968, B.A.;
Salem State College 1973, M.Ed.
Appointed September, 1975.

Christopher Edward Harlow — *Department Chairman, History; Donald L. Rimer, Master in History*
Juniata College 1963, A.B.;
Rutgers 1966, M.A.
Appointed September, 1970.

Charles Stephen Harrington — *Physical Education, Mathematics*
Bowdoin 1972, B.A.
Appointed September, 1972.

Richard F. Jones — *Chemistry*
Marietta 1966, B.S.;
Purdue, 1972, Ph.D.
Appointed September, 1972.

Gerald David Kenjorski — *English*
Wharton School, University of
Pennsylvania 1952, B.S.;
La Salle 1956, M.A.;
Middlebury 1966, M.A.
Appointed September, 1966

Stephen William Kennedy — *Biology, Photography*
Bowdoin 1970, B.A.;
University of Massachusetts 1972, M.S.
Appointed September, 1972.

Richard N. Leavitt — *Director of Studies; Department Chairman, Mathematics*
Amherst 1964, A.B.;
Bowdoin 1971, M.A.
Appointed September, 1964.

Scott Davis Lothrop '53 — *Director of Development*
Boston University 1957, B.S.; 1959, M.S.
Appointed July, 1976.

Richard Thompson Mechem — *English*
Harvard 1968, A.B.;
University of New Hampshire 1973, M.A.
Appointed September, 1973.

Kittie Stiles Mercer (Mrs. Thomas McC.) — *Studio Art*
Appointed September, 1967.

Douglas Lee Miller '46 — *Department Chairman, Science; Physics; Electricity*
Amherst 1950, A.B.
Appointed September, 1954.

Michael A. Moonves — *Director of Admissions, History*
Trinity 1966, B.A.
Appointed September, 1969

Frances Russ Navins (Mrs. Howard J.) — *Librarian*
Connecticut College for Women 1940, A.B.
Appointed September, 1969.

Howard Julius Navins '31 — *Administrative Coordinator, Speech, Latin*
Williams 1935, A.B.;
Columbia 1937, M.A.
Appointed September, 1936.

Roger Manning Smith '68 — *Mathematics*
Trinity 1972, B.A.
Appointed September, 1975.

Morton G. Soule — *Latin, English*
Bowdoin 1968, B.A.
University of Maine 1972, M.Ed.
Appointed September, 1976.

William Hartley Sperry — *Director of Guidance, History*
Gettysburg 1950, A.B.;
Duke 1953, M.A.
Appointed September, 1954.

Thomas Melvin Tindall — *School Minister, Marshall B. Dalton Master in Religion and Ethics*
Dartmouth 1967, A.B.;
Union Theological Seminary 1971, M. Div.
Appointed September, 1973.

Lucy Lawrence Welbourn — *French, Spanish*
Pine Manor 1972, A.A.
Georgetown 1975, B.S.
Appointed September, 1976.

Alexander Weld White — *Spanish*
Trinity College 1967, B.A.;
New York University 1971, M.A.
Appointed September, 1971.

David Michael Williams — *Dean of Students, History*
Franklin and Marshall 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951.

John James Witherspoon — *History*
Harvard 1937, A.B.; 1940, LL.B.
Appointed September, 1947.

SPECIAL FACULTY

Barry A. Burlingham '71	*Associate Director of Development*
Peter R. Conway '72	*Faculty Intern*
Dorothy M. Ogden (Mrs. John B.)	*Assistant to the Director of Admissions*
Constance M. Williams (Mrs. David M.)	*Director, Social Service Program*

SPECIAL STAFF

John Battis	*Instrumental Music*
Mary B. Blair (Mrs. Stephen W.)	*Piano*
David M. Grant	*Machine Shop*
Samuel M. Migdole, Ed.D.	*Consultant*
Wayne Peabody	*Guitar*
Florence C. Pearson (Mrs. Robert W.)	*Violin*
Anne M. White (Mrs. Alexander W.)	*Remedial Reading*

STAFF

Eleanor M. Caldwell (Mrs. David)	*Assistant to the Librarian*
Marjorie S. Colpitts (Mrs. Stewart) R.N.	*Resident Nurse*
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Elsie Dzioba (Mrs. Edmund)	*Assistant Secretary*
Edna H. Finnegan (Mrs. Dennis)	*Receptionist, Associate Bookkeeper*
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Frances Gurczak (Mrs. William)	*Assistant Secretary*
Mary E. Hoover (Mrs. Herman)	*Records Secretary, Associate Bookkeeper*
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H. Lester Kirkpatrick	*Buildings and Grounds Superintendent*
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Sylvia B. Lunt	*Assistant to the Business Manager*
Johanna deB. Lynch (Mrs. Gerald W.)	*Secretary to the Director of Studies*
Edward B. Marsh, Jr., M.D.	*School Physician*
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Joan C. Ryan (Mrs. Martin)	*Assistant Secretary*
Patricia G. Wall (Mrs. John) R.N.	*Head Nurse*
Ethel S. Whitney (Mrs.)	*Secretary*

ROSTER OF STUDENTS
1975-76

SENIORS

Adams, Hayward T., *Hamilton*
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Arguello, Reynaldo, *Managua, Nicaragua*
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Kalhori, Bijhan, *Tehran, Iran*
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JUNIORS

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Hsia, Vincent, *Scotch Plains, New Jersey*
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Kellogg, Colin E., *Sandy Hook, Connecticut*
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Laub, C. Eric, *Orchard Park, New York*
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Long, Perrin H., III, *Ossipee, New Hampshire*
Lu, John T., *Tewksbury*
Lyons, Carolyn S., *North Scituate*
Mallery, Stephen A., *Emporium, Pennsylvania*
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Marshall, Peter G., *Billerica*
McAleenan, Michael G., *Hanover, New Hampshire*
McElroy, Allison, *Topsfield*
McKee, Patricia B., *Andover*
Merrill, Christopher C., *Exeter, New Hampshire*
Miller, Shelley M., *Hampton Falls, New Hampshire*
Morais, Patricia A., *Rye Beach, New Hampshire*
Mulherrin, Mark W., *North Hampton, New Hampshire*
Olney, Claudia, *Manchester*
Papaioanou, Vicki, *Haverhill*
Pendleton, Sally, *Portsmouth, Rhode Island*
Phippen, Daivd O., *Wenham*
Pietrafesa, Joseph J., II, *Syracuse, New York*
Poole, Christopher L., *Jeddah, Saudi Arabia*
Rahmanop, Walter, B., Jr., *Bedford, New Hampshire*
Richards, George L., III, *Duxbury*
Rudolph, Paul E., *Georgetown*
Rugo, James L., *Marblehead*
Saenz, Joaquin, *Bogota, Colombia*
Saliba, Evelyn L., *Andover*
Saliba, Nina J., *Andover*
Salloway, Elaine L., *Marblehead*
Sapuppo, Stephen J., *Andover*
Saunders, Elizabeth H., *Byfield*
Sellstrom, John G., *Greenhurst, New York*
Stephan, John E., *Topsfield*
Sterge, Andrew J., *Beverly Farms*
Stone, Douglas F., *Manchester*
Sutton, Virginia R., *Boxford*
Thenault, Georges M., *Salem*
Touran, Touraj, *Tehran, Iran*
Tulloch, Michael G., *Sea Cliff, New York*
Vickers, Walter C., *Prides Crossing*
Vorreuter, Mark D., *Auburn, New York*
Wade, Lee A., *Byfield*
Walz, Jeanne K., *Concord, New Hampshire*
Weickert, William N., Jr., *Scarborough, Maine*
Weinshel, Eric L., *New Bedford*
White, Frank P., Jr., *Woburn*
Wise, Katherine K., *Beverly Farms*
Woolf, R. Timothy, *Byfield*

SOPHOMORES

Amjadi, Reza, *Tehran, Iran*
Anderson, Scott, *Byfield*
Baum, Jody R., *Swampscott*
Beattie, Douglas D., *Andover*
Bendetson, Andrew P., *Haverhill*
Bloom, Kenneth C., *Beverly*
Bowditch, Ebenezer F., III, *Georgetown*
Casey, Ray A., *Dorchester*
Chiara, Gina M., *Methuen*
Clark, Bradford D., *Falmouth, Maine*
Cook, Paul J., Jr., *Manchester*
Dagres, Todd A., *Byfield*
Daher, Mauricio, *Belmont*
Diehl, H. Thomas, III, *Georgetown*
Driscoll, Thomas H., Jr., *Swampscott*
Drislane, William F., *Topsfield*
Drukker, David R., *Rowayton, Connecticut*
Duff, Elizabeth A., *Byfield*
Esmiol, Matthew A., *Ipswich*
Fulton, Herzel V., *Los Angeles, California*
Giampa, James M., *Plaistow, New Hampshire*
Goldberg, Samuel B., *Swampscott*
Goodhart, James C., *Wellesley Hills*
Graham, M. Philip, *Jordanville, New York*
Graham, Philip A., Jr., *Newbury*
Harris, Jennifer A., *Newburyport*
Hersey, B. Scott, *Newburyport*
Hess, John A., *Bangor, Maine*
Hey, Peter A., *Hooksett, New Hampshire*
Higgins, Robert A., *Hampton Falls, New Hampshire*
Hill, Dennis C., *Vero Beach, Florida*
Hoffman, David A., *Swampscott*
Huffnagle, Jule-Ann, *Prides Crossing*
Ingrassia, Steven J., *Lynnfield*
James, Kelly J., *Plaistow, New Hampshire*
Jerome, William C., III, *Newbury*
Jones, Andrew R., *Beirut, Lebanon*
Kalman, Stuart A., *Lynnfield*
Kastan, Adam J., *Lynn*
Kilip, Daryl P., *Stavanger, Norway*
Kuo, Ming-Che, *Melrose*
Latham, Christopher C., *Newburyport*
Leahey, Alan B., *Lowell*
Mackay-Smith, Mary A., *Ipswich*
Malloy, Julia, *Hampton Falls, New Hampshire*
Malloy, Peter J., *Hampton Falls, New Hampshire*
Mathews, Tomas G., *Newburyport*
Mathias, Robert D., III, *Elkhart, Indiana*
Milligan, Patricia A., *Wolfboro, New Hampshire*
Minster, Douglas J., *West Newbury*
Montealegre, Silvio J., *Managua, Nicaragua*
Moseley, Alice P., *Ipswich*
Nearis, Merrill B., Jr., *Gloucester*
Neville, Richard P., *Hampton, New Hampshire*
Noyes, Harry K., *Marblehead Neck*
Ogden, Philip M., *Hamilton*
Ostheimer, Thomas W., *Manchester*
Palais, Jonathan K., *Swampscott*
Pescosolido, Philip E., *Exeter, California*
Pfeiffer, Letitia H., *Newbury*
Pope, Scott, *Haverhill*
Purinton, Jamie C., *Byfield*
Rooney, John J., *West Newbury*
Root, Stephen E., III, *Rye Beach, New Hampshire*
Rose, Gregory H., *Duxbury*
Russell, Leslie A., *Hampton, New Hampshire*
Slater, James P., *Swampscott*
Stephenson, Andrew W., *Swampscott*
Stetson, Dana L., *Durham, New Hampshire*
Stone, Scott A., *Beverly*
Storey, Mary S., *Essex*
Suggs, Isaiah, Jr., *Lynn*
Wall, Geoffrey H., *Newbury*
Walsh, R. Brabrook, III, *Pepperell*
Webster, John A., III, *Sudbury*
Wood, Stephen E., *Georgetown*
Wyman, W. Corson, *Grafton*
Zawacki, Martha S., *Ispwich*
Zink, Martha S., *Groton*

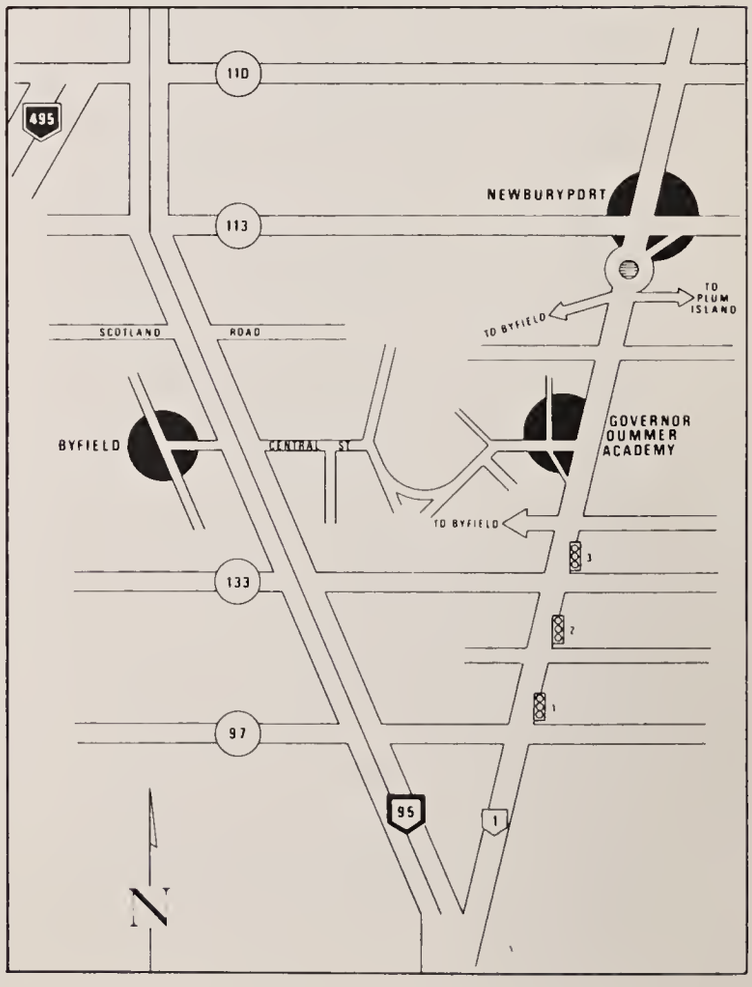
FRESHMEN

Baker, Deborah W., *Wenham*
Baum, Holly J., *Swampscott*
Blake, Martha A., *Wenham*
Bowditch, Donald H., *Georgetown*
Cavanagh, Bradford S., *Byfield*
Cawley, Stuart R., *West Newbury*
Chapman, David W., *West Boxford*
Chisholm, Anne W., *Rye Beach, New Hampshire*
Cornwall, Cedric S., *Greenwood, Mississippi*
Cronin, Cornelius A., Jr., *Andover*
Dagres, Troy A., *Byfield*
Esmiol, Caleb P., *Ispwich*
Evans, Russell E., *Boxford*
Farley, Elizabeth A., *Rowley*
Foucher, Joli A., *Methuen*
Garnett, Jeffrey W., *Newbury*
Gilman, Nicholas P., *Exeter, New Hampshire*

Holm, Nancy B., *Amesbury*
Jones, Elizabeth H., *Byfield*
Judson, Stephen H., *New York, New York*
Kangis, Christopher P., *Exeter, New Hampshire*
Latham, Mavourneen M., *Rye, New Hampshire*
Lindsay, Bruce W., *Boxford*
Lovejoy, Raymond S., *West Newbury*
Lynch, Felicia I., *Byfield*
Meehan, Christopher P., *Byfield*
Messenger, Neil M., *Manchester, New Hampshire*
Miller, Linda L., *Byfield*
Mitchell, Timothy R., *Bedford*
Nearis, Scott P., *Gloucester*
Paladino, William J., *Andover*
Perry, Stephen L., *Boxford*
Potter, Susan G., *Exeter, New Hampshire*
Putnam, Sarah, *Rowley*
Reichter, Bradley A., *North Andover*
Rosen, Henry M., *Marblehead*
Rourke, Thomas A., *Andover*
Saunders, Kimberly, *Byfield*
Shea, Christopher M., *Georgetown*
Sinthavanuchit, Soothichai, *Bangkok, Thailand*
Sizer, Harold F., *Andover*
Smith, David H., *Marblehead*
Spears, Derek D., *Bronx, New York*
Stephan, Johanna, *Topsfield*
Stone, Karen J., *Beverly*
Theriault, Richard E., *Newbury*
Tye, Randy S., *Brookline*
Van Etten, Derek O., Jr., *Topsfield*
Voekler, Richard J., III, *Georgetown*
Weldon, Michael C., *North Hampton, New Hampshire*
Whitten, Larry D., *Gloucester*
Whitten, Roger D., *Gloucester*
Williams, Jeffrey M., *Byfield*
Winer, Mark L., *Andover*
Woodbury, Abigail M., *Byfield*
Woodworth, Avery K., *Charlestown*

TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile. U.S. Route No. 1 passes the edge of campus 35 miles north of Boston, three miles north of the intersection of state Route No. 133 with U.S. Route No. 1, and four miles south of Newburyport. Visitors who arrive via Interstate Route No. 95 in Byfield, the school mailing address, find themselves with 2½ miles of country roads (and five forks) to traverse in order to reach the school. Appropriate signs hopefully make this possible, but U.S. Route No. 1 is much easier. Buses between Boston and Portland, Maine, stop in Newburyport. Logan International Airport at Boston is the nearest airport handling commercial planes. Private planes may most conveniently land at Beverly or Lawrence.



TELEPHONE

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(Please print or type, or check appropriate boxes)

Sex: Male ☐ Female ☐

Applying as boarder ☐ day student ☐

Admission proposed to 9th grade ☐ 10th grade ☐ 11th grade ☐ 12th grade ☐

Admission is proposed for September 19.....

Applicant's name (First Middle Last)

Date of birth

Name of parent or guardian

Address

..... Zip

School (if known) from which applicant would enter

Date Signed..... (Parent or Guardian)

BUILDING INDEX

1. Ingham House
2. Eames House
3. Parsons Schoolhouse
4. Commons
5. Mansion House
6. Duncan House (Infirmary)
7. Mason Cottage
8. Noyes Library
9. Schumann Science Center
10. Peirce Hall
11. Phillips Building
12. Moseley Chapel
13. Thompson Arts Center
14. Stone Garage
15. Moody House
16. Little Red Schoolhouse
17. Frost Building
18. Alumni Gymnasium
19. Perkins Hall
20. Boynton House
21. The Cottage
22. Frost Rink
23. The Barn
24. The Farmhouse
25. Maintenance Shops

